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ABSTRACT

A questionnaire was administered to samples of staff from 22 desegregated middle schools in Detroit, Michigan, to evaluate the impact of desegregation on staff attitudes. The questions focused on a number of areas including desegregation and busing, student achievement, student-staff relations, student racial relations, and staff relations and morale. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

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MIDDLE SCHOOL STAFF ATTITUDES TOWARD DESEGREGATION—

SECOND SURVEY, MAY 1978

General Evaluation Unit
Research and Evaluation Department
Detroit Public Schools

March 1979

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MIDDLE SCHOOL STAFF ATTITUDES TOWARD DESEGREGATION--
SECOND SURVEY, MAY 1978

Highlights of Report

1. When asked "Over the long run, how effective do you think desegregation will be in improving the quality of education in Detroit schools?", 76 percent of all middle school staff responded "Quite ineffective" or "Very ineffective." In the 1977 survey 65 percent responded similarly. (Question 7)

2. When asked how students were achieving academically compared to the previous year, 28 percent of all staff said "Better," 45 percent--"Same," and 27 percent "Worse." (Question 10)

3. When asked to compare present student racial relations with those of the previous year, 35 percent of all staff responded "Better," 60 percent--"Same," and six percent--"Worse." (Question 11)

4. Eighty-four percent of all staff indicated satisfaction with the ability of teachers to work with students of all races at their school. In 1977 90 percent indicated satisfaction. (Question 19)

5. In reply to "Are teachers of different races learning to work well together?", 79 percent of all staff said "Yes," up two percent from the 1977 survey. (Question 30)

6. When asked how they felt about staff morale at their school, 54 percent of all staff responded "Quite..." or "Very satisfied," down nine percent from 1977 survey results. (Question 20)

7. When asked how they felt about the application of the Student Conduct Code at their school, 64 percent of all staff replied "Quite..." or "Very satisfied," up four percent from the 1977 results. (Question 21)

8. About half (51 percent) of all middle school staff indicated satisfaction with the adequacy of guidance and counseling services at their schools, while 49 percent indicated dissatisfaction. This question was not asked in the 1977 survey. (Question 23)

9. Black staff were somewhat more likely than white staff to judge that desegregation will improve the quality of education, and that student achievement and racial relations had improved over the previous year.

Research and Evaluation Department
March 1979

Introduction

In the fall of 1976 the General Evaluation Unit of the Research and Evaluation Department was assigned responsibility for evaluation of court ordered desegregation of the Detroit Public Schools. Planning of the evaluation was guided by consideration of three basic goals of school desegregation, namely:

1. Improved learning,
2. Equality of educational opportunity, and
3. Improved intergroup and interracial relations.

The evaluation design provided for a continuing study of the impact of desegregation on attitudes of students, staff and parents, and on pupil achievements.

The evaluation of attitudes was begun with the administration of questionnaires in May 1977 to Grade 7 and Grade 10 students, parents of elementary and middle school students, and local school staff at all school levels. Members of the student, parent, and staff samples represented a total or 72 schools. Results of the questionnaire studies were reported in a series of seven reports issued in the first four months of 1978 under the following titles:

Grade 7 Student Questionnaire Study--Major Findings
Grade 10 Student Questionnaire Study--Major Findings
Elementary School Staff Questionnaire Study--Major Findings
Middle School Staff Questionnaire Study--Major Findings
High School Staff Questionnaire Study--Major Findings
Elementary School Parent Questionnaire Study--Major Findings
Middle School Parent Questionnaire Study--Major Findings

Results of a first study of pupil achievements are described in a report, issued in June 1978, entitled "Reading Achievements of Desegregated School Pupils Who Attended Segregated Schools Before Pupil Reassignments."

The questionnaire survey of student, staff and parent attitudes was repeated in May 1978, one year after the first survey. Most of the items were identical to those used in the initial survey.

The sample schools for the second (May 1978) attitude survey were selected, (as in the initial survey) in a manner to obtain representation of several types of schools classified with respect to racial mix before and after pupil reassignments were initiated (in January 1976). Nearly all of the schools selected for participation in the second survey also participated in the initial survey. Classification of the schools was done on the basis of percents of black and white students at each school as of September 26, 1975 and as of September 30, 1977. For each of these times every regular elementary, middle and high school in the school system was classified according to court definitions as "Identifiable White" (greater than 70 percent white), "Predominantly Black" (greater than 55 percent black), or "Desegregated" (30 percent to 55 percent black). Henceforth in this report these desegregation status classifications will be abbreviated "White," "Black," and "Deseg." Every school was then classified according to its sequence of statuses over the two points in time, e.g.,

"White-Deseg," "White-Black," "Black-Deseg," "Deseg-Deseg," "Black-Black," etc. Finally, arbitrary numbers of schools were randomly selected at each school level to represent the various types. In Table 1 are given the number of sample schools by type and school level.

TABLE I

Distribution of Schools Selected for Participation in the Second Survey of Student, Staff, and Parent Attitudes by Desegregation Status and School Level

Desegregation Status	Number of Schools by Level			Total
	Elementary	Middle	Senior HS	
White-Deseg	9	3	0	12
Black-Deseg	3	2	0	5
Deseg-Deseg	4	2	1	7
Deseg-Black	4	2	1	7
White-Black	8	4	3	15
Black-Black (enrollment < 80% Black)	4	3	3	10
Black-Black (enrollment > 80% Black)	6	6	3	15
Total	38	22	11	71

This report on findings of the second survey of middle school staff attitudes is the fourth of a series of seven reports on results of the student, staff and parent questionnaires administered in May 1978.

The first three reports, issued in January and March 1979, were entitled:

Grade 7 Student Attitudes Toward Desegregation--
Second Survey, May 1978

Grade 10 Student Attitudes Toward Desegregation--
Second Survey, May 1978

Elementary School Staff Attitudes Toward Desegregation--
Second Survey, May 1978

The Second Survey of Middle School Staff Attitudes

Description of the Study

The staff questionnaire was developed by the General Evaluation Unit of the Research and Evaluation Department. The questions focused on several areas including desegregation and busing, student achievement, student racial relations, staff-student relations, staff relations, discipline, and staff morale. The questionnaire used for the second survey (May 1978) included most of the items in the one used for the first (May 1977) survey and a few new items. Some of the questions inquired about racial relations among students at the respondent's school. Staff at the Black-Black schools with more than 80 percent black enrollment were directed not to answer these questions.

The questionnaire was administered in late May 1978 to samples of staff in all 22 middle schools in the desegregation evaluation sample, as well as to samples of staff in all of the sample elementary and high schools. The staff sample for each middle school included the principal and randomly selected professionals from the latest available class report. The total middle school staff sample provided representation of teachers in all curiculum areas, unit heads, counselors, and a few assistant principals. Questionnaires were sent via school mail to a total of 426 middle school staff sample members. Of these, 260 (61 percent) returned completed questionnaires.

The 22 sample middle schools represented seven types of schools with respect to desegregation status before and after January 1976 pupil reassignments. (The classification of schools by type is explained above in the Introduction.) The distribution of the sample was as follows:

Type of School	Number of Schools	Numbers of Staff Members		
		Black	White	Total
White-Deseg	3	17	25	42
Black-Deseg	2	16	10	26
Deseg-Deseg	2	11	9	20
Deseg-Black	2	16	22	38
White-Black	4	16	24	40
Black-Black (< 80% Black Students)	3	16	20	36
Black-Black (> 80% Black Students)	6	34	24	58
Totals	38	126	134	260

Analysis of Response Data

All participating staff members' responses and certain identification data (not including names) were keypunched on cards. Computer analyses were run to obtain distributions of responses to each question broken down by type of school and by student's race. To facilitate comparisons among the different sample subgroups, chi square tests were run for all questions to test for statistical significance of differences between black and white staff responses and among the different types of schools.

Major Findings

This report does not discuss results for all of the staff questionnaire items. Rather, findings are reported for those questions considered most important for a meaningful and useful evaluation of staff attitudes related to desegregation.

The findings are grouped under subheadings indicating the areas of inquiry concerned. Many of the findings statements include comparisons between black and white staff responses and/or comparisons among the types of schools. All such comparisons noted are based on statistically significant differences. The statements of findings describe major findings only for each question.

Complete tabulations of all response distribution data for each question and results of all tests for significance of differences are presented in an appendix to this report. In the appendix the "Types of Schools" are abbreviated as follows:

WD = White - Deseg

BD = Black - Deseg

DD = Deseg - Deseg

DB = Deseg - Black

WB = White - Black

BB (< 80% B) = Black-Black with less than 80 percent black enrollment

BB (> 80% B) = Black-Black with more than 80 percent black enrollment

The major findings are as follows:

Desegregation and Busing

Question 6. How would you rate the effectiveness of busing in Detroit schools as a means of promoting equal educational opportunity?

1	2	3	4
Very ineffective	Quite ineffective	Quite effective	Very effective

Four out of five (80 percent) of all middle school staff respondents replied "Quite ineffective" or "Very ineffective," while 20 percent rated busing "Quite...," or "Very effective" as a means of promoting equal educational opportunity. Differences between black and white staff responses were very small. Staff at the Black-Deseg schools were more likely to respond positively (40 percent said "Quite..." or "Very effective") than were staff at any other type of schools.

Question 7. Over the long run, how effective do you think desegregation will be in improving the quality of education in the Detroit schools?

1	2	3	4
Very ineffective	Quite ineffective	Quite effective	Very effective

Three out of four (76 percent) of all staff judged that desegregation would be "Quite ineffective" or "Very ineffective" in improving the quality of education in Detroit, while 24 percent felt it would be "Quite..." or "Very effective." Black and white staff responses were not significantly different. Comparisons among types of schools reveal that staff at the Black-Deseg schools and Black-Black schools with more than 80 percent black enrollment were most likely to think that desegregation will be effective in improving education.

Question 8. In general, how well do you think the busing plan has worked in your school this year? (Disregard if no students are bused to your school.)

1	2	3	4	5
Very poorly	Poorly	Fair	Well	Very well

Of all staff respondents, 8 percent replied "Very well," 24 percent said "Well," 36 percent-- "Fair," 18 percent--, "Poorly," and 14 percent "Very poorly." Black and white staff differed little. Comparisons among types of schools revealed that the Black-Deseg schools had the highest percentage (54 percent) of staff indicating that busing was working "Well" or "Very well."

Question 25. What kind of school would you prefer to teach in?

1) All white students
2) Mostly white students
3) Half black students, half white students
4) Mostly black students
5) All black students

"Half black students, half white students" was the response of 80 percent of all black staff and 72 percent of all white staff respondents. Most of the remaining black staff preferred "Mostly black students," and most of the remaining white staff preferred "Mostly white students." Differences among types of schools were not significant.

Student Achievement

Question 9. Do you thirk academic standards in your school this year are generally higher, lower, or the same as compared with a year ago?

1	2	3	4	5
Much lower	Lower	Same	Higher	Much higher

Of all middle school staff, 23 percent reported that academic standards were "Higher" or "Much higher," 48 percent said "Same," and 29 percent said "Lower" or "Much lower." Black staff were a little more likely than white staff to think that standards were higher. Among the types of schools, the Black-Black schools with over 80 percent black enrollment had the highest percentage of staff (55 percent) believing that standards were higher, while the "Lower" or "Much lower" responses were most prevalent at the White-Black schools (57 percent) and the Deseg-Black schools (54 percent).

Question 10. In general, how well do you think the students in your school are achieving academically this year, as compared with last year?

1	2	3	4	5
Much worse	Worse	Same	Better	Much better

Of all staff respondents, 28 percent thought students were achieving "Better" or "Much better" than the previous year, 45 percent said "Same," and 27 percent said "Worse" or "Much worse." Differences between black and white staff responses were not significant. Staff at the Black-Black schools with more than 80 percent black enrollment were more likely to

judge that achievement had improved than were staff at any other type of schools. Deseg-Black school staff and White-Black school staff were most likely to say that achievement was "Worse or "Much worse."

Student Racial Relations

Question 14. How would you rate interracial relations among students at your school this year?

1	2	3	4	5
Very poor	Poor	Fair	Good	Very good

Of all staff, seven percent rated interracial relations "Very good," 40 percent said "Good," 44 percent-- "Fair," and nine percent-- "Poor." Differences between black and white staff and among types of schools were not significant.

Question 11. How well are students of different races getting along at your school this year compared with last year?

1	2	3	4	5
Much worse	A little worse	About the same	A little better	Much better

Sixty percent of all middle school staff answered "About the same," 35 percent said "Better" or "Much better," and only six percent said "Worse" or "Much worse." Differences between black and white staff were not significant. Black-Deseg school staff were more likely to indicate improvement of racial relations than were staff at any other type of schools.

Question 13. Do you think black and white Detroit students will get along better or worse next year than this year, in general?

1	2	3	4	5
Much worse	A little worse	About the same	A little better	Much better

Of all staff, one percent responded "Much better, 34 percent-- "A little better," 60 percent-- "About the same," and five percent-- "A little worse." Differences between black and white staff were not significant, nor were differences among the types of schools.

Question 33. Do you feel that there are very tense relationships between black and white students in your school?

1) Yes 2) No

Eighty percent of all staff answered "No" to this question. Black and white staff responses differed very little and differences among types of schools were not significant.

Staff-Student Relations

Question 12. How would you describe the treatment of black and white students at your school during this school year, in general?

1) Black students are treated better than white students.
2) White students are treated better than black students.
3) Black and white students are treated equally.

"Black and white students are treated equally" was the response of 84 percent of all black staff and 90 percent of all white staff. Sixteen percent of the black staff said "White students are treated better...," while 9 percent of the white

staff said "Black students are treated better..." Differences among the types of schools were not significant.

Question 19. How do you feel about the ability of teachers to work with students of all races at your school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Seventy-seven percent of all black staff and 91 percent of all white staff reported feeling "Quite satisfied" or "Very satisfied" with the ability of teachers to work with students of all races. Black and white staff at the White-Black schools were more likely to indicate dissatisfaction (50 percent of black staff and 21 percent of white staff said "Quite..." or "Very dissatisfied") than were staff of their respective races at any other type of schools.

Staff Relations

Question 30. Do you feel that teachers of different races in your school are learning to work well together since desegregation?

1) Yes 2) No

About four out of five (79 percent) of all staff responded "Yes." Differences between black and white staff and among types of schools were not significant.

Discipline

Question 17. How do you feel about the behavior of students in your school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Of all middle school staff, five percent responded "Very satisfied," 38 percent-- "Quite satisfied," 41 percent-- "Quite dissatisfied," and 16 percent-- "Very dissatisfied." Differences between black and white staff were minimal. Comparisons among types of schools reveal that satisfaction with student behavior was most prevalant at the Black-Deseg schools (where 77 percent said "Quite..." or "Very satisfied"). Dissatisfaction was most widespread at the White-Black schools (where 83 percent responded "Quite..." or "Very dissatisfied").

Question 15. Compared with last year, has the number of discipline problems at your school increased, remained the same, or decreased.

1	2	3	4	5
Greatly increased	Increased	Remained the same	Decreased	Greatly decreased

About one of every four (24 percent) of all staff indicated that the incidence of discipline problems had "Decreased" or "Greatly decreased," 44 percent replied "About the same, and 29 percent said "Increased" or "Greatly increased. Black/white staff differences and differences among types of schools were not significant.

Question 29. At your school is there a greater amount of fighting than before desegregation?

1) Yes 2) No

Of all black staff, 84 percent said "No," and 16 percent "Yes." Of all white staff, 61 percent said "No," and 39 percent "Yes." The type of schools having the highest percentage of "Yes" responses was the White-Deseg schools where 36 percent of all black staff and 88 percent of all white staff responded "Yes" (more fighting than before desegregation).

Question 18. How do you feel about the discipline policy of your school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Fifteen percent of all staff responded "Very satisfied," 47 percent-- "Quite satisfied," 28 percent-- "Quite dissatisfied," and 10 percent-- "Very dissatisfied." Black and white staff response distributions were nearly identical. "Satisfied" responses were more prevalent in the Black-Deseg schools (83 percent satisfied) and Black-Black schools with less than 80 percent black enrollment (85 percent satisfied) than in any other types of schools. Dissatisfaction with school discipline policies was most likely in the Deseg-Deseg schools (63 percent dissatisfied).

Question 21. How do you feel about the application of the Student Code of Conduct in your school.

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

About two-thirds (64 percent) of all staff reported feeling "Quite satisfied" or "Very satisfied" with the application of

the Student Code in their schools, and 36 percent responded "Quite..." or "Very dissatisfied." Differences between black and white staff were not significant, nor were differences among types of schools.

Counseling and Guidance

Question 23. How do you feel about the adequacy of counseling and guidance service to students in your school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

About half of all staff indicated satisfaction and half indicated dissatisfaction with the adequacy of guidance and counseling service at their schools. Ten percent responded "Very satisfied," 41 percent-- "Quite satisfied," 38 percent "Quite dissatisfied," and 11 percent-- "Very dissatisfied." Differences between black and white staff were not significant. Dissatisfaction responses were more prevalent at the Deseg-Black schools (60 percent) than at any other type of schools.

Co-curricular Activities

Question 22. How do you feel about the amount of opportunity for student participation in co-curricular activities at your school.

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

The majority of all staff indicated dissatisfaction with the amount of opportunity for student participation in co-curricular activities. Nine percent responded "Very satisfied," 34

percent replied "Quite satisfied," 38 percent said "Quite dissatisfied," and 19 percent-- "Very dissatisfied. Differences between black and white staff and among types of schools were not significant.

Multi-ethnic Textbooks

Question 28. A number of schools have adopted multi-ethnic texts which discuss minority-group leaders and portray minority-group accomplishments and contributions. How would you rate your school's textbooks in this regard?

1	2	3	4	5
Very poor	Poor	Fair	Good	Excellent

Of all middle school staff, 38 percent responded "Good" or "Excellent," 40 percent-- "Fair," and 18 percent-- "Poor" or "Very poor." Differences between black and white staff were significant as 30 percent of all black staff rated their school's textbooks "Poor" or "Very poor," while only 13 percent of all white staff opted for poor ratings. Differences among types of schools were not significant.

Staff Morale

Question 20. How do you feel about staff morale at your school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Of all middle school staff, 12 percent responded "Very satisfied," 42 percent-- "Quite satisfied," 37 percent "Quite dissatisfied," and nine percent-- "Very dissatisfied." Black

and white staff did not differ significantly. Comparisons among the types of schools reveal that satisfaction was most prevalent at the Black-Deseg schools (80 percent), and that dissatisfaction was most widespread at the White-Black schools (75 percent).

Question 24. In general, how would you describe your own experience at this school?

1	2	3	4	5
Very bad	Bad	So-so	Good	Very good

Three out of four (73 percent) of all staff described their own experience at their school as "Good" or "Very good," 22 percent said "Fair," and five percent-- "Bad." Differences between black and white staff were slight and differences among types of schools were not significant.

APPENDIX

In this appendix are presented the complete distributions of responses to all staff questionnaire items for which major findings have been reported, and results of all tests for significance of differences among subgroups of respondents.

6. How would you rate the effectiveness of busing in Detroit schools as a means of promoting equal educational opportunity?

Type of School	Race	Percents of Responses: Very ineffective	Quite ineffective	Quite effective	Very effective	Total No. of Resps.	Signif.[1]
WD	B	18	65	18	0	(17)	
	W	32	52	12	4	(25)	NS
	Total	26	57	14	2	(42)	
BD	B	25	50	25	0	(16)	
	W	20	40	30	10	(10)	NS
	Total	23	46	27	4	(26)	
DD	B	50	40	0	10	(10)	
	W	22	67	11	0	(9)	NS
	Total	37	53	5	5	(19)	
DB	B	44	38	19	0	(16)	
	W	52	29	19	0	(21)	NS
	Total	49	32	19	0	(37)	
WB	B	44	31	25	0	(16)	
	W	54	42	4	0	(24)	NS
	Total	50	38	13	0	(40)	
BB (<80%B)	B	25	56	13	6	(16)	
	W	35	45	20	0	(20)	NS
	Total	31	50	17	3	(36)	
BB (>80%B)	B	24	53	6	18	(34)	
	W	17	48	13	22	(23)	NS
	Total	21	51	9	19	(57)	
TOTALS	B	30	49	14	6	(125)	
	W	36	45	14	5	(132)	NS
	Total	33	47	14	6	(257)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

7. Over the long run, how effective do you think desegregation will be in improving the quality of education in the Detroit Schools?

Type of School	Race	Percents of Responses: Very ineffective	Quite ineffective	Quite effective	Very effective	Total No. of Resps.	Signif.[1]
WD	B	12	47	35	6	(17)	
	W	40	48	12	0	(25)	NS
	Total	29	48	21	2	(42)	
BD	B	25	50	19	6	(16)	
	W	30	20	50	0	(10)	NS
	Total	27	39	31	4	(26)	
DD	B	27	55	18	0	(11)	
	W	22	44	33	0	(9)	NS
	Total	25	50	25	0	(20)	
DB	B	44	31	25	0	(16)	
	W	43	52	0	5	(21)	NS
	Total	43	43	11	3	(37)	
WB	B	25	50	25	0	(16)	
	W	58	38	4	0	(24)	*
	Total	45	43	13	0	(40)	
BB (≤80%B)	B	20	53	20	7	(15)	
	W	30	55	15	0	(20)	NS
	Total	26	54	17	3	(35)	
BB (>80%B)	B	21	44	15	21	(34)	
	W	17	48	13	22	(23)	NS
	Total	19	46	14	21	(57)	
TOTALS	B	24	46	22	8	(125)	
	W	36	46	14	5	(132)	NS
	Total	30	46	18	6	(257)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

8. In general, how well do you think the busing plan has worked in your school this year? (Disregard if no students are bused to your school.)

Type of School	Race	Percent of Responses: Very Poorly	Poorly	Fair	Well	Very Well	Total No. of Resps.	Signif.[1]
WD	B	6	6	50	31	6	(16)	
	W	12	12	44	20	12	(25)	NS
	Total	9	9	46	24	10	(41)	
BD	B	13	13	44	13	19	(16)	
	W	0	0	10	70	20	(10)	*
	Total	8	8	31	35	19	(26)	
DD	B	0	40	40	10	10	(10)	
	W	22	11	44	11	11	(9)	NS
	Total	11	26	42	11	11	(19)	
DB	B	19	6	44	31	0	(16)	
	W	25	20	40	10	5	(20)	NS
	Total	22	14	42	19	3	(36)	
WB	B	19	13	38	31	0	(16)	
	W	25	50	8	17	0	(24)	*
	Total	23	35	20	23	0	(40)	
BB (<80%B)	B	10	10	30	30	20	(10)	
	W	0	17	42	33	8	(12)	NS
	Total	5	14	36	32	14	(22)	
BB (>80%B)	B							
	W							
	Total							
TOTALS	B	12	13	42	25	8	(84)	
	W	16	22	31	23	8	(100)	NS
	Total	14	18	36	24	8	(184)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .05 level.

9. Do you think academic standards in your school this year are generally higher, lower, or the same as compared with a year ago?

Type of School	Race	Percents of Responses: Much lower	Lower	Same	Higher	Much higher	Total No. of Resps.	Signif.[1]
WD	B	0	19	75	6	0	(16)	
	W	4	38	50	4	4	(24)	NS
	Total	3	30	60	5	3	(40)	
BD	B	6	6	50	38	0	(16)	
	W	0	0	70	30	0	(10)	NS
	Total	4	4	58	35	0	(26)	
DD	B	0	20	50	30	0	(10)	
	W	0	25	75	0	0	(8)	NS
	Total	0	22	61	17	0	(18)	
DB	B	0	40	53	7	0	(15)	
	W	9	55	27	9	0	(22)	NS
	Total	5	49	38	8	0	(37)	
WB	B	7	21	64	7	0	(14)	
	W	39	35	26	0	0	(23)	*
	Total	27	30	41	3	0	(37)	
BB (<80%B)	B	0	6	69	25	0	(16)	
	W	0	21	53	26	0	(19)	NS
	Total	0	14	60	26	0	(35)	
BB (>80%B)	B	0	15	32	32	21	(34)	
	W	0	4	39	44	13	(23)	NS
	Total	0	11	35	37	18	(57)	
TOTALS	B	2	17	53	22	6	(121)	
	W	9	28	43	16	3	(129)	**
	Total	6	23	48	19	4	(250)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

10. In general, how well do you think the students in your school are achieving academically this year, as compared with last year?

Type of School	Race	Percents of Responses: Much worse	Worse	Same	Better	Much better	Total No. of Resps.	Signif.[1]
WD	B	0	7	79	14	0	(14)	
	W	0	38	50	8	4	(24)	NS
	Total	0	26	61	11	3	(38)	
BD	B	0	19	38	44	0	(16)	
	W	0	0	60	40	0	(10)	NS
	Total	0	12	46	42	0	(26)	
DD	B	0	30	50	20	0	(10)	
	W	0	33	44	22	0	(9)	NS
	Total	0	32	47	21	0	(19)	
DB	B	0	33	53	7	7	(15)	
	W	5	46	46	5	0	(22)	NS
	Total	3	41	49	5	3	(37)	
WB	B	7	29	57	7	0	(14)	
	W	13	35	44	9	0	(23)	NS
	Total	11	32	49	8	0	(37)	
BB (≤80%B)	B	0	7	60	33	0	(15)	
	W	0	37	37	26	0	(19)	NS
	Total	0	24	47	29	0	(34)	
BB (>80%B)	B	0	18	29	32	21	(34)	
	W	0	9	22	52	17	(23)	NS
	Total	0	14	26	40	19	(57)	
TOTALS	B	1	20	48	25	7	(118)	
	W	3	30	42	22	4	(130)	NS
	Total	2	25	45	23	5	(248)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

11. How well are students of different races getting along at your school this year compared with last year?

Type of School	Race	Percents of Responses: Much worse	A little worse	About the same	A little better	Much better	Total No. of Resps.	Signif.[1]
WD	B	0	6	44	31	19	(16)	
	W	0	0	76	16	8	(25)	NS
	Total	0	2	63	22	12	(41)	
BD	B	0	0	50	31	19	(16)	
	W	0	0	50	40	10	(10)	NS
	Total	0	0	50	35	15	(26)	
DD	B	0	10	60	20	10	(10)	
	W	0	11	67	22	0	(9)	NS
	Total	0	11	63	21	5	(19)	
DB	B	0	14	71	7	7	(14)	
	W	0	20	65	10	5	(20)	NS
	Total	0	18	68	9	6	(34)	
WB	B	7	0	43	14	36	(14)	
	W	0	0	63	21	17	(24)	NS
	Total	3	0	55	18	24	(38)	
BB (<80%B)	B	0	0	44	38	19	(16)	
	W	0	6	72	22	0	(18)	NS
	Total	0	3	59	29	9	(34)	
BB (>80%B)	B							
	W							
	Total							
TOTALS	B	1	5	51	24	19	(86)	
	W	0	6	67	20	8	(106)	NS
	Total	1	5	60	22	13	(192)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .05 level.

12. How would you describe the treatment of black and white students at your school during this school year, in general?

Type of School	Race	Percents of Responses: Black students are treated better than white students	White students are treated better than black students	Black and White students are treated equally	Total No. of Resps.	Signif.[1]
WD	B	0	12	88	(17)	
	W	0	0	100	(25)	NS
	Total	0	5	95	(42)	
BD	B	0	13	88	(16)	
	W	10	0	90	(10)	NS
	Total	4	8	89	(26)	
DD	B	0	18	82	(11)	
	W	13	0	88	(8)	NS
	Total	5	11	84	(19)	
DB	B	0	13	88	(16)	
	W	5	0	96	(22)	NS
	Total	3	5	92	(38)	
WB	B	0	13	88	(16)	
	W	25	0	75	(24)	*
	Total	15	5	80	(40)	
BB (<80%B)	B	0	31	69	(16)	
	W	5	5	91	(21)	NS
	Total	3	16	81	(37)	
BB (>80%B)	B					
	W					
	Total					
TOTALS	B	0	16	84	(92)	
	W	9	1	90	(110)	**
	Total	5	8	87	(202)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

13. Do you think black and white Detroit students will get along better or worse next year than this year, in general?

Type of School	Race	Percent of Responses: Much worse	A little worse	About the same	A little better	Much better	Total No. of Resps.	Signif.[1]
WD	B	0	13	63	25	0	(16)	
	W	0	0	72	24	4	(25)	NS
	Total	0	5	68	24	2	(41)	
BD	B	0	0	75	25	0	(16)	
	W	0	0	50	50	0	(10)	NS
	Total	0	0	65	35	0	(26)	
DD	B	0	0	73	27	0	(11)	
	W	0	13	63	25	0	(8)	NS
	Total	0	5	68	26	0	(19)	
DB	B	0	0	69	31	0	(16)	
	W	0	19	62	14	5	(21)	NS
	Total	0	11	65	22	3	(37)	
WB	B	0	6	50	44	0	(16)	
	W	0	9	64	27	0	(22)	NS
	Total	0	8	58	34	0	(38)	
BB (<80%B)	B	0	0	38	63	0	(16)	
	W	0	0	67	33	0	(21)	NS
	Total	0	0	54	46	0	(37)	
BB (>80%B)	B	0	3	50	47	0	(32)	
	W	0	4	50	42	4	(24)	NS
	Total	0	4	50	45	2	(56)	
TOTALS	B	0	3	58	39	0	(123)	
	W	0	6	62	30	2	(131)	NS
	Total	0	5	60	34	1	(254)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

14. How would you rate interracial relations among students at your school this year?

Type of School	Race	Percents of Responses: Very poor	Poor	Fair	Good	Very good	Total No. of Resps.	Signif.[1]
WD	B	0	13	47	33	7	(15)	
	W	0	4	52	32	12	(25)	NS
	Total	0	8	50	33	10	(40)	
BD	B	0	6	44	44	6	(16)	
	W	0	0	30	70	0	(10)	NS
	Total	0	4	39	54	4	(26)	
DD	B	0	9	36	55	0	(11)	
	W	0	13	25	63	0	(8)	NS
	Total	0	11	32	58	0	(19)	
DB	B	0	13	56	31	0	(16)	
	W	0	24	38	33	5	(21)	NS
	Total	0	19	46	32	3	(37)	
WB	B	0	19	31	38	13	(16)	
	W	0	8	58	33	0	(24)	NS
	Total	0	13	48	35	5	(40)	
BB (<80%B)	B	0	0	44	38	19	(16)	
	W	0	0	45	45	10	(20)	NS
	Total	0	0	44	42	14	(36)	
BB (>80%B)	B							
	W							
	Total							
TOTALS	B	0	10	43	39	8	(90)	
	W	0	8	45	41	6	(108)	NS
	Total	0	9	44	40	7	(198)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

15. Compared with last year, has the number of discipline problems at your school increased, remained the same, or decreased?

Type of School	Race	Percent of Responses: Greatly increased	Increased	Remained the same	Decreased	Greatly decreased	Total No. of Resps.	Signif.[1]
WD	B	0	19	63	19	0	(16)	
	W	4	38	42	13	4	(24)	NS
	Total	3	30	50	15	3	(40)	
BD	B	0	20	53	27	0	(15)	
	W	0	0	60	40	0	(10)	NS
	Total	0	12	56	32	0	(25)	
DD	B	11	44	33	11	0	(9)	
	W	0	25	50	25	0	(8)	NS
	Total	6	35	41	18	0	(17)	
DB	B	0	43	36	21	0	(14)	
	W	14	36	36	9	5	(22)	NS
	Total	8	39	36	14	3	(36)	
WB	B	0	33	42	25	0	(12)	
	W	22	17	52	9	0	(23)	NS
	Total	14	23	49	14	0	(35)	
BB (<80%B)	B	0	6	63	31	0	(16)	
	W	10	20	40	30	0	(20)	NS
	Total	6	14	50	31	0	(36)	
BB (>80%B)	B	6	30	27	27	9	(33)	
	W	0	29	46	17	8	(24)	NS
	Total	4	30	35	23	9	(57)	
TOTALS	B	3	27	44	24	3	(115)	
	W	8	26	45	18	3	(131)	NS
	Total	6	26	44	21	3	(246)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(16-23) How do you feel about your school with respect to the following:

17. Behavior of students in the school?

Type of School	Race	Percents of Responses: Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied	Total No. of Resps.	Signif.[1]
WD	B	6	41	53	0	(17)	
	W	12	48	36	4	(25)	NS
	Total	10	45	43	2	(42)	
BD	B	0	31	56	13	(16)	
	W	0	10	80	10	(10)	NS
	Total	0	23	65	12	(26)	
DD	B	18	55	27	0	(11)	
	W	13	38	38	13	(8)	NS
	Total	16	47	32	5	(19)	
DB	B	6	44	50	0	(16)	
	W	23	46	32	0	(22)	NS
	Total	16	45	40	0	(38)	
WB	B	25	38	38	0	(16)	
	W	38	58	4	0	(24)	*
	Total	33	50	18	0	(40)	
BB (≤80%B)	B	0	38	44	19	(16)	
	W	15	35	50	0	(20)	NS
	Total	8	36	47	8	(36)	
BB (>80%B)	B	27	38	27	9	(34)	
	W	17	33	42	8	(24)	NS
	Total	22	36	33	9	(58)	
TOTALS	B	14	40	41	6	(126)	
	W	19	41	36	4	(133)	NS
	Total	16	41	38	5	(259)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

(16-23) How do you feel about your school with respect to the following:

18. Discipline policy of the school?

Type of School	Race	Percents of Responses: Very dissat-isfied	Quite dissat-isfied	Quite satis-fied	Very satis-fied	Total No. of Resps.	Signif.[1]
WD	B	0	41	53	6	(17)	
	W	12	20	60	8	(25)	NS
	Total	7	29	57	7	(42)	
BD	B	0	19	69	13	(16)	
	W	0	0	80	20	(10)	NS
	Total	0	12	73	15	(26)	
DD	B	27	46	27	0	(11)	
	W	0	50	50	0	(8)	NS
	Total	16	47	37	0	(19)	
DB	B	0	19	38	44	(16)	
	W	5	27	32	36	(22)	NS
	Total	3	24	34	40	(38)	
WB	B	6	44	50	0	(16)	
	W	25	38	33	4	(24)	NS
	Total	18	40	40	3	(40)	
BB (<80%B)	B	6	19	44	31	(16)	
	W	0	25	60	15	(20)	NS
	Total	3	22	53	22	(36)	
BB (>80%B)	B	24	21	41	15	(34)	
	W	9	39	44	9	(23)	NS
	Total	18	28	42	12	(57)	
TOTALS	B	10	28	46	16	(126)	
	W	9	29	49	14	(132)	NS
	Total	10	28	47	15	(258)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

(16-23) How do you feel about your school with respect to the following:

19. Ability of teachers to work with students of all races?

Type of School	Race	Percents of Responses: Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied	Total No. of Resps.	Signif.[1]
WD	B	6	18	71	6	(17)	
	W	0	4	76	20	(25)	NS
	Total	2	10	74	14	(42)	
BD	B	0	6	69	25	(16)	
	W	0	10	30	60	(10)	NS
	Total	0	8	54	39	(26)	
DD	B	0	18	73	9	(11)	
	W	0	13	63	25	(8)	NS
	Total	0	16	68	16	(19)	
DB	B	0	19	44	38	(16)	
	W	0	5	43	52	(21)	NS
	Total	0	11	43	46	(37)	
WB	B	0	50	44	6	(16)	
	W	4	17	71	8	(24)	NS
	Total	3	30	60	8	(40)	
BB (<80%B)	B	6	19	50	25	(16)	
	W	0	5	63	32	(19)	NS
	Total	3	11	57	29	(35)	
BB (>80%B)	B						
	W						
	Total						
TOTALS	B	2	22	58	19	(92)	
	W	1	8	61	30	(107)	*
	Total	2	15	59	25	(199)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

(16-23) How do you feel about your school with respect to the following:

20. Staff morale?

Type of School	Race	Percents of Responses: Very dissat-isfied	Quite dissat-isfied	Quite satis-fied	Very satis-fied	Total No. of Resps.	Signif.[1]
WD	B	6	29	65	0	(17)	
	W	8	48	36	8	(25)	NS
	Total	7	41	48	5	(42)	
BD	B	0	27	67	7	(15)	
	W	0	10	50	40	(10)	NS
	Total	0	20	60	20	(25)	
DD	B	0	46	27	27	(11)	
	W	13	25	63	0	(8)	NS
	Total	5	37	42	16	(19)	
DB	B	0	27	47	27	(15)	
	W	5	32	50	14	(22)	NS
	Total	3	30	49	19	(37)	
WB	B	25	31	38	6	(16)	
	W	25	63	13	0	(24)	NS
	Total	25	50	23	3	(40)	
BB (≤80%B)	B	13	40	40	7	(15)	
	W	5	50	30	15	(20)	
	Total	9	46	34	11	(35)	
BB (>80%B)	B	12	32	41	15	(34)	
	W	0	30	52	17	(23)	NS
	Total	7	32	46	16	(57)	
TOTALS	B	9	33	46	12	(123)	
	W	8	41	39	12	(132)	NS
	Total	9	37	42	12	(255)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

(16-23) How do you feel about your school with respect to the following:

21. Application of the Student Code of Conduct?

Type of School	Race	Percents of Responses: Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied	Total No. of Resps.	Signif.[1]
WD	B	0	29	59	12	(17)	
	W	17	17	48	17	(23)	NS
	Total	10	23	53	15	(40)	
BD	B	0	25	63	13	(16)	
	W	10	20	50	20	(10)	NS
	Total	4	23	58	15	(26)	
DD	B	22	33	44	0	(9)	
	W	13	38	50	0	(8)	NS
	Total	18	35	47	0	(17)	
DB	B	0	25	38	38	(16)	
	W	14	14	41	32	(22)	NS
	Total	8	18	40	34	(38)	
WB	B	0	31	44	25	(16)	
	W	25	29	42	4	(24)	NS
	Total	15	30	43	13	(40)	
BB (<80%B)	B	0	25	50	25	(16)	
	W	10	15	50	25	(20)	NS
	Total	6	19	50	25	(36)	
BB (>80%B)	B	18	29	38	15	(34)	
	W	22	22	48	9	(23)	NS
	Total	19	26	42	12	(57)	
TOTALS	B	7	28	47	19	(124)	
	W	17	21	46	16	(130)	NS
	Total	12	24	47	17	(254)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(16-23) How do you feel about your school with respect to the following:

22. Amount of opportunity for student participation in co-curricular activities?

Type of School	Race	Percents of Responses: Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied	Total No. of Resps.	Signif.[1]
WD	B	6	41	35	18	(17)	
	W	16	48	32	4	(25)	NS
	Total	12	45	33	10	(42)	
BD	B	25	31	25	19	(16)	
	W	20	60	10	10	(10)	NS
	Total	23	42	19	15	(26)	
DD	B	50	30	20	0	(10)	
	W	13	25	63	0	(8)	NS
	Total	33	28	39	0	(18)	
DB	B	19	25	38	19	(16)	
	W	24	29	43	5	(21)	NS
	Total	22	27	41	11	(37)	
WB	B	31	50	19	0	(16)	
	W	33	38	29	0	(24)	NS
	Total	33	43	25	0	(40)	
BB (<80%B)	B	13	63	25	0	(16)	
	W	16	32	37	16	(19)	NS
	Total	14	46	31	9	(35)	
BB (>80%B)	B	9	35	38	18	(34)	
	W	9	30	48	13	(23)	NS
	Total	9	33	42	16	(57)	
TOTALS	B	18	39	30	12	(125)	
	W	19	37	37	7	(130)	NS
	Total	19	38	34	9	(255)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(16-23) How do you feel about your school with respect to the following:

23. Adequacy of counseling and guidance service to students?

Type of School	Race	Percents of Responses: Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied	Total No. of Resps.	Signif.[1]
WD	B	0	53	29	18	(17)	
	W	4	50	42	4	(24)	NS
	Total	2	51	37	10	(41)	
BD	B	0	44	50	6	(16)	
	W	0	40	40	20	(10)	NS
	Total	0	42	46	12	(26)	
DD	B	20	40	30	10	(10)	
	W	25	13	38	25	(8)	NS
	Total	22	28	33	17	(18)	
DB	B	0	44	44	13	(16)	
	W	5	67	29	0	(21)	NS
	Total	3	57	35	5	(37)	
WB	B	6	38	44	13	(16)	
	W	21	38	42	0	(24)	NS
	Total	15	38	43	5	(40)	
BB (<80%B)	B	6	19	63	13	(16)	
	W	5	30	55	10	(20)	NS
	Total	6	25	58	11	(36)	
BB (>80%B)	B	21	36	27	15	(33)	
	W	26	13	52	9	(23)	NS
	Total	23	27	38	13	(56)	
TOTALS	B	9	39	40	13	(124)	
	W	12	38	43	7	(130)	NS
	Total	11	38	41	10	(254)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

24. In general, how would you describe your own experience at this school?

Type of School	Race	Percents of Responses: Very bad	Bad	So-so	Good	Very good	Total No. of Resps.	Signif.[1]
WD	B	0	6	24	65	6	(17)	
	W	0	8	20	56	16	(25)	NS
	Total	0	7	21	60	12	(42)	
BD	B	0	0	6	75	19	(16)	
	W	0	0	0	30	70	(10)	*
	Total	0	0	4	58	39	(26)	
DD	B	0	9	27	27	36	(11)	
	W	0	13	13	50	25	(8)	NS
	Total	0	11	21	37	32	(19)	
DB	B	0	0	31	38	31	(16)	
	W	0	14	14	55	18	(22)	NS
	Total	0	8	21	47	24	(38)	
WB	B	0	6	19	38	38	(16)	
	W	0	8	46	38	8	(24)	NS
	Total	0	8	35	38	20	(40)	
BB (<80%B)	B	0	0	25	44	31	(16)	
	W	0	0	30	55	15	(20)	NS
	Total	0	0	28	50	22	(36)	
BB (>80%B)	B	0	6	18	46	30	(33)	
	W	0	4	22	39	35	(23)	NS
	Total	0	5	20	43	32	(56)	
TOTALS	B	0	4	21	48	27	(125)	
	W	0	7	24	47	23	(132)	NS
	Total	0	5	22	48	25	(257)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

25. What kind of school would you prefer to teach in?

Type of School	Race	Percents of Responses: All white students	Mostly white students	Half black students, half white students	Mostly black students	All black students	Total No. of Resps.	Signif.[1]
WD	B	0	14	79	7	0	(14)	
	W	4	26	70	0	0	(23)	NS
	Total	3	22	73	3	0	(37)	
BD	B	0	0	81	13	6	(16)	
	W	11	11	78	0	0	(9)	NS
	Total	4	4	80	8	4	(25)	
DD	B	0	0	82	18	0	(11)	
	W	0	14	86	0	0	(7)	NS
	Total	0	6	83	11	0	(18)	
DB	B	0	0	94	6	0	(16)	
	W	6	31	63	0	0	(16)	*
	Total	3	16	78	3	0	(32)	
WB	B	0	7	87	7	0	(15)	
	W	5	41	55	0	0	(22)	NS
	Total	3	27	68	3	0	(37)	
BB (≤80%B)	B	0	0	80	20	0	(15)	
	W	7	0	79	7	7	(14)	NS
	Total	3	[illegible]	79	14	3	(29)	
BB (>80%B)	B	0	3	69	24	3	(29)	
	W	0	4	87	9	0	(23)	NS
	Total	0	4	77	[illegible]	2	(52)	
TOTALS	B	0	3	80	15	2	(116)	
	W	4	20	72	3	1	(114)	**
	Total	2	12	76	9	1	(230)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

28. A number of schools have adopted multi-ethnic texts which discuss minority-group leaders and portray minority-group accomplishments and contributions. How would you rate your school's textbooks in this regard?

Type of School	Race	Percents of Responses: Very poor	Poor	Fair	Good	Excellent	Total No. of Resps.	Signif.[1]
WD	B	6	25	63	6	0	(16)	
	W	5	0	55	32	9	(22)	*
	Total	5	11	58	21	5	(38)	
BD	B	6	25	56	13	0	(16)	
	W	0	11	67	22	0	(9)	NS
	Total	4	20	60	16	0	(25)	
DD	B	10	30	30	30	0	(10)	
	W	0	0	50	50	0	(8)	NS
	Total	6	17	39	39	0	(18)	
DB	B	6	25	31	31	6	(16)	
	W	6	6	59	24	6	(17)	NS
	Total	6	15	46	27	6	(33)	
WB	B	23	8	54	15	0	(13)	
	W	9	18	23	41	9	(22)	NS
	Total	14	14	34	31	6	(35)	
BB (<80%B)	B	20	13	33	27	7	(15)	
	W	0	12	35	47	6	(17)	NS
	Total	9	13	34	38	6	(32)	
BB (>80%B)	B	11	14	21	54	0	(28)	
	W	5	14	23	59	0	(22)	NS
	Total	8	14	22	56	0	(50)	
TOTALS	B	11	19	40	28	2	(114)	
	W	4	9	41	40	5	(114)	*
	Total	8	14	40	34	4	(231)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school.

29. There is a greater amount of fighting than before desegregation.

Type of School	Race	Percents of Responses Yes	No	Total No. of Resps.	Signif.[1]
WD	B	7	93	(14)	
	W	23	77	(22)	NS
	Total	17	83	(36)	
BD	B	13	88	(16)	
	W	0	100	(10)	NS
	Total	8	92	(26)	
DD	B	33	67	(9)	
	W	25	75	(8)	NS
	Total	29	71	(17)	
DB	B	13	88	(16)	
	W	55	45	(20)	*
	Total	36	64	(36)	
WB	B	36	64	(11)	
	W	88	13	(24)	**
	Total	71	29	(35)	
BB (<80%B)	B	6	94	(16)	
	W	25	75	(20)	NS
	Total	17	83	(36)	
BB (>80%B)	B	17	83	(30)	
	W	22	78	(23)	NS
	Total	19	81	(53)	
TOTALS	B	16	84	(112)	
	W	39	61	(127)	**
	Total	28	72	(239)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school.

30. Teachers of different races are learning to work well together.

Type of School	Race	Percents of Responses Yes	No	Total No. of Resps.	Signif.[1]
WD	B	67	33	(15)	
	W	84	16	(25)	NS
	Total	78	23	(40)	
BD	B	80	20	(15)	
	W	80	20	(10)	NS
	Total	80	20	(25)	
DD	B	90	10	(10)	
	W	78	22	(9)	NS
	Total	84	16	(19)	
DB	B	75	25	(16)	
	W	89	11	(18)	NS
	Total	82	18	(34)	
WB	B	73	27	(15)	
	W	67	33	(24)	NS
	Total	69	31	(39)	
BB (<80%B)	B	53	47	(15)	
	W	83	17	(18)	NS
	Total	70	30	(33)	
BB (>80%B)	B	83	17	(30)	
	W	96	5	(22)	NS
	Total	89	12	(52)	
TOTALS	B	75	25	(116)	
	W	83	18	(126)	NS
	Total	79	21	(242)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school.

33. There are very tense relationships between black and white students.

Type of School	Race	Percents of Responses Yes	No	Total No. of Resps.	Signif.[1]
WD	B	20	80	(15)	
	W	13	88	(24)	NS
	Total	15	85	(39)	
BD	B	40	60	(15)	
	W	10	90	(10)	NS
	Total	28	72	(25)	
DD	B	30	70	(10)	
	W	13	88	(8)	NS
	Total	22	78	(18)	
DB	B	13	88	(16)	
	W	33	67	(21)	NS
	Total	24	76	(37)	
WB	B	31	69	(16)	
	W	33	67	(24)	NS
	Total	33	68	(40)	
BB (<80%B)	B	7	93	(15)	
	W	5	95	(19)	NS
	Total	6	94	(34)	
BB (>80%B)	B	18	82	(28)	
	W	10	90	(20)	NS
	Total	15	85	(48)	
TOTALS	B	22	78	(115)	
	W	18	82	(126)	
	Total	20	80	(241)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.